LEA Application Part II

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code		District Name and Code	
Taft/Hughes	0488	Detroit Public Schools 82010	
Model for change to be implemented:	Turnaround		
School Mailing Address:		19501 Berg Road Detroit, Michigan 40819	

Contact for the School Improvement Grant:

Name: Angela M. Broaden

Position: Principal

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Principal (Printed Name):	Telephone:
Angela M. Broaden	313.318.9681
Signature of Principal	Date:
[signature]	Aug. 15, 2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

The AYP report listed on the MDE website at Https://oeaa.state.m.us.ayp/school *https://oeaa.state.mi.us/ayp/school_one_only_1_2004.asp?ECDid=4502&Grade=8* shows that the main reason Taft did not meet AYP in 2009-10 in Reading and Math was because of student attendance. This data and anecdotal data from staff who worked at Taft last year indicate that student attendance and discipline at Taft are major issues impacting student achievement.

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity/* all	37.2	50.4	63.9	36.4	48.8	54.4
American Indian/Alaskan Native	0	100	0	0	100	0
Black, Not of Hispanic Origin	37.1	50.1	12.8	36.5	48.8	53.7
White, Not of Hispanic Origin	50	66.7	0	25	33.3	85.7
Students with Disabilities	7	21	38	6.1	12.7	24.4
Limited English Proficient (LEP)	0	0	0	100	0	0
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A

Gender	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	61.1	N/A	N/A	56.6
Female	N/A	N/A	67.3	N/A	N/A	51.7
Aggregate Scores	N/A	N/A	N/A	N/A	N/A	78.1
	N/A	N/A	N/A	N/A	N/A	N/A

Reading scores are as follows: In 2008-2009, there was an increase of 13.2 percent. In 2009-2010 there was an increase of 13.5 percent. The reading scores for students with disabilities were as follows: In 2008 there was an increase by 14 percent. In 2009 there was a 17 percent increase.

For the mathematics portion of the assessment the results are as follows: In 2008-2009, there was an increase of 12.4 percent. In the 2009-2010 school year there was an increase of 5.6 percent. For students with disabilities in 2008-2009 there was an increase of 6.6 percent. In 2009-2010 there was an increase of 11.7. In reading males scored 6.2 percent lower than the females. In mathematics, the males scored higher than females by 4.9 percent.

The data from the scores indicates there has been steady growth in reading and mathematics. The rationale for the growth in both subject areas can possibly be linked to a change in classes. There was an implementation of single-gender classes. It is believed this change in scores of students in general education and students with disabilities were due to the fact that students were more focused on information presented as opposed to one another.

Data showed that there was a difference in scores for males and female in both reading and math domains. We believe that this follows the traditional philosophy that males are more logical/technical and females tend to lean toward the linguistic component associated with learning. We plan to implement target growth by providing more technical instruction for females and linguistic approaches for male. We will offer   a single-sex book club as an elective, where males can choose topics that are of interest to them. Discussions about the books will allow them to build language and reading skills. There will be the inclusion of a math and chess club. Females will have the opportunity to strengthen logical/technical skills.

The areas for target improvement in reading include increased comprehension levels and writing/reading proficiency. Students with disabilities showed an increase over the past three years. The reading scores were as follows: In 2008 there was an increase by 14 percent. In 2009 there was a 17 percent increase. Possible reasons for this increase in growth can be linked to the fact that there was

an implementation of gender-based classrooms. There was an increase in the amount of volunteers that provided concentrated instruction. Possible areas for target improvement for students with disabilities are to use more hands-on/kinesthetic approaches to learning. Promethean/SMART boards will appeal to sensory abilities which will help students who have receptive processing disorders. According to Demetriou et al. (2002) sensory ability development is the basis for developing higher cognitive structures (p.53). To extend the learning process we will expose our students to a variety of educational field trips that are related to the core academic areas.

The results for mathematics indicate there has been growth for the past three years. This growth is believed to be due to more volunteers working with students in small groups and one-on-one tutoring. Although there has been growth in mathematics, we recognize the growth rate is lower in math in comparison to reading. An area for target improvement is to close the gap between reading and math and to increase scores by a minimum of 10 percent per year in both domains.

According to the Michigan Department of Education (MDE) and United States Department of Education (USED) a growth model has been included in AYP determinations for 2009-10 in the draft Report Cards for elementary and middle schools. Taft plans to utilize key features of the model to drive change.

Three key features of the growth model are the following:

• Uses performance level change to track student performance from year to year;

• Measures whether students who are not yet proficient are "on track" to becoming proficient within three years which is now part of Taft'

Much of the information was not available. We have indicated by using N/A in the above and below grids. In order to ensure the information is available next year and every year hereafter the data will be copied and stored on a hard drive as well as a binder.

Sub Group Non-Academic Analysis   **Year: 2009-2010**

 Because Taft did not meet AYP in 2009-10 in Reading and Math, we will hire an Attendance Agent to track, monitor, and collect data on the student's absenteeism, tardiness, and truancy patterns. He/ She will also have direct contact with parents of students who are exhibiting negative attendance concerns. Furthermore, working with the agent will include hall monitors who will become a safety net for hall passing, monitor lavatories during and between classes, and assist with dismissal at the end of the school day This data and anecdotal data from staff who worked at Taft last year indicate that student attendance and discipline at Taft are major issues impacting student achievement.

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
	N/A	N/A	N/A	N/A	N/A	N/A
SES	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Totals	N/A	N/A	N/A	N/A	N/A	N/A

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ General Funds ☒Title I Part A ☐Title I Schoolwide ☐Title I Part C ☐Title I Part D	☐Title I School Improvement (ISI)	☐Title II Part A ☐Title II Part D ☐USAC - Technology	☐Title III
☐Title IV Part A ☐Title V Parts A-C	☒Section 31 a ☐Section 32 e ☐Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	☐ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Taft's administrative team, highly certified teachers, and other stakeholders, have agreed to adopt the turnaround model. The principal and key district officials are in the process of interviewing staff, per the model, to help build a highly qualified instructional team to implement a differentiated curriculum and a rigorous instructional program that will ensure academic success for all students. EdisonLearning (Taft's external partner) will help the school collect baseline data and outline a plan for data collection for the year during the first week of school. Carol Ann Tomlinson, the leading researcher in the field of differentiated instruction, asserts that differentiated instruction integrates what we know about constructivist learning theory, learning styles, and brain development with empirical research on influencing factors of learner readiness, interest, and intelligence preferences (Tomlinson & Allan, 2000). The baseline assessment will include key stakeholders (teachers, parents, community members, etc) and will be used to provide feedback for the development of early warning systems and tiered interventions to support the school's instructional program. In conjunction with EdisonLearning, the school's data team will also use student data from the Michigan Educational Assessment Program (MEAP), MEAP-Access, MI-Access, DIBELS, Detroit Public Schools' Quarterly 1-5 Assessments, informal assessments, and systematic observations to assist the data team/school leaders in the development of effective assessment protocols, differentiated lesson plans aligned with Michigan's Grade Level Content Expectations (GLCEs) and Michigan Benchmark and Framework. The aforementioned protocols will be established for the analysis of student work by curriculum teams so as to develop tiered interventions to meet the needs of students who read several grade levels behind.

Improvements in student performance will be achieved via a sustained focus on:

- The development and implementation of small learning communities

- Implementing researched-based approaches to education in order to create an inclusive learning environment for students with and without disabilities.

- Developing thematic project-based units so that students can engage in performance based authentic, real world tasks that will be showcased to the public during an "Exhibition".

- Engaging students in the learning process using the principles of learning (i.e. organizing for effort, academic rigor, accountable talk, apprentice learning, etc.) and through the adoption of research based instructional practices (i.e. reading and writing across the curriculum, 6+ 1 traits Writing,) and the latest classroom technology (Promethean Boards/SMART boards).

- Developing an Inclusion model. Special education teachers will assist students with disabilities in the general curriculum through "Inclusive' methods (i.e. co-teaching, providing accommodations, collaborating with general education teachers, etc.).
- The instructional specialist will use data to differentiate instruction, monitor student progress through protocols and regular teacher collaboration, and adjust instructional plans and pedagogical practices when necessary.

- Staff will utilize new District initiative **Learning Village** to access instructional materials.

2. Explain the school's ability to support systemic change required by the model selected.
Taft Middle School is implementing the Turnaround Model.

Structural, Operational, and Academic Improvements will be made, with support from our external partner (EdisonLearning) and the district, via the development of services, systems and the deployment of research-based practices and models as outlined below:

- The district (Detroit Public Schools- DPS) has appointed a district wide Superintendent for School Redesign, Dr. James Ray, with the assistance of Kathleen Freilino, an experienced district level administrator.

- Data Director- DPS' new data system will be operational in fall 2010

- Professional development and administrative coaching via EdisonLearning (external partner)

- The use of quarterly formative assessments
- The use of technology in every classroom, including Promethean Boards for every classroom
- A leadership team will be established at Taft Middle School with the knowledge and expertise to implement the school's improvement plan. A Student Behavior Support Team will be developed, consisting of the school social workers, a school psychologist, the attendance agent, instructional coaches, and a counselor. At the school level, using SIG funds, the school/district will establish the following positions:
- A School Based Transformation Manager- who will coordinate the efforts of the leadership team and work in close collaboration with EdisonLearning to establish a professional development calendar, a professional development plan for the year. The Dean of Students will serve in this capacity.
- Instructional specialists in the areas of Literacy/Reading, Math, and Science who will support teachers to use data to differentiate instruction, monitor student progress through protocols and regular teacher collaboration, and adjust instructional plans and pedagogical practices when necessary.
- School Social Workers who will develop a comprehensive behavior plan that will incorporate specific research based strategies on gang awareness and intervention, skills for assisting teachers with merged school populations, new teacher disciplinary strategies, a school-wide discipline plan, etc.), improving student attendance, and a conflict resolution program. The team will also develop an in-school suspension program to be supervised by a substitute teacher and School Service Assistant.
- A school psychologist who will conduct classroom and individual student observations, evaluate students who are suspected of having learning difficulties, and provide interventions to classroom teachers.
- A Data Director to serve as a liaison between the district's new data driver system director. This person will help the staff to make meaning of the formative assessments; to create a data room; and to set up parent/community data events. The four Instructional Specialists will serve in this capacity.
- A School Nurse who will focus on wellness issues. STD's (sexually transmitted diseases) has reached an epidemic proportion based on data from the State of Michigan's Health Dept. Such a position is needed provide students with a curriculum that will inform them about the dangers associated with teenage sexual activity and information on how to lead a healthy lifestyle as a pre-teen, teen, and adult.

- An attendance agent will track, monitor, and collect data on the student's absenteeism, tardiness, and truancy patterns. He/ She will also have direct

contact with parents of students who are exhibiting negative attendance concerns. Furthermore, working with the agent will include hall monitors who will become a safety net for hall passing, monitor lavatories during and between classes, and assist with dismissal at the end of the school day.

- Attendance agent will track, monitor, and collect data on the student's absenteeism, tardiness, and truancy patterns. will He/ She will also have direct contact with parents of students who are exhibiting negative attendance concerns. Furthermore, working with the agent will include hall monitors who will become a safety net for hall passing, monitor lavatories during and between classes, and assist with dismissal at the end of the school day.
- In addition to using SIG funds to establish the positions outlined above, the school will have extended day to allow for additional instructional time.

3. Describe the school's academics in reading and mathematics for the past three years as determined by the state's assessments (MEAP).

The school data showed there has been a steady increase in reading for the past three years as determined by the state's assessments for grades six- eight. The 2008-2009 school year for reading revealed that the sixth grade increased by 6.2 percent. In 2009-2010 there was an increase of 11.1 percent. In grade seven there was an increase of 30.1 percent for 2008-2009 and for the 2009-2010 school years there was an increase of 0.1 percent. Grade eight showed a growth rate of 6.1 percent in 2008-2009. There was also an increase in 2009-2010 of 21.9 percent.

 The mathematics scores for grade six showed increase of 12 percent for the 2008-2009 school year. In 2009-2010 there was a growth of 14.8 percent. Grade seven experienced growth of 19.2 percent in 2008-2009 and there was a decrease in 2009-2010 by 5.8 percent. Data for grade eight revealed that there was a decline of 16.3 percent in 2008-2009 and a decrease of 1 percent the following school year 2009-2010.

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
6	43.8	50	61.1	42.9	54.9	69.7
7	21.9	52	52.1	33.6	52.8	47.0

8	49	55.1	77	35.1	51.4	50.4

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The instructional staff will base all instruction on the use of academic data and respond to that data with researched based best practices in the instruction of students. The school has always been committed to the use of academic data to drive instruction. A data team will consist of the following staff personnel: school administrators, instructional staff, and EdisonLearning will use data to help develop a coherent instructional program. The principal will meet with the data team once per month; the data team will convene monthly to discuss, assess, and interpret data using the Learning Village/Data Analysis. As a result of state and federal accountability efforts …data driven decision making has become a common practice in school division across the country (Bloomfield and Cooper, 2003, p.149). Professional development will be provided to staff on how to work collaboratively to organize data, to form data teams, to make inquiries about data, to develop action plans, etc.). According to Datnow et al. (2007) central offices play an important role in making technology for data-driven decision making available, creating a supporting policy framework, and offering training and professional development that improves the capacity of administrators and teachers to analyze and interpret a variety of educational data (p. 149). Based on the research it is necessary to have substitute teachers in order to allow classroom teachers to attend professional development. Substitute teachers will maintain consistency in instruction.

We are committed to systematically collecting and analyzing various types of data, including demographic, operational, process, perceptual, and achievement, to guide the decisions we make to help improve the academic success of our students and the school's learning environment. We will begin this endeavor by organizing each school's team structure for collaborative effort. Our collective focus will be on data-driven instruction and decision making. We will begin by administering assessments to all students and by identifying all data that we will collect during the year and determine efficient systems and processes for doing so. Then we will develop an early warning system to identify which students are at risk for difficulties with certain subjects and provide more intensive and comprehensive support to students identified as at risk; in addition, we will track student attendance and behavior to determine interventions needed, as these are directly related to student achievement. In addition to supporting at-risk students, Taft school will plan to provide additional assistance to learners performing at the following MEAP levels: Met Expectations (2) and Basic (3). The plan will be to maintain levels of performance for students who have met

expectations, and move students up one level from Basic (3) to Met Expectations (2) and increase scores by 5-10 percent each year.

We have reviewed scientifically based research to guide our school improvement planning and to select activities and strategies to meet the needs of all of our students so they can learn effectively. We used, and will continue to use, scientifically based research and resources from a variety of sources to guide our school improvement planning, including:

- **Alliance for Excellent Education (http://www.all4ed.org/)**
- **Assessment and Accountability Comprehensive Center (http://www.aacompcenter.org/cs/aacc/print/htdocs/aacc/home.htm)**
- **Center on Innovation & Improvement (http://www.centerii.org)**
- **Center on Instruction (http://www.centeroninstruction.org/)**
- **EdisonLearning (http://www.edisonlearning.com/)**
- **MDRC (http://www.mdrc.org/)**
- **Michigan Department of Education (http://www.michigan.gov/mde)**
- **National Comprehensive Center for Teacher Quality (http://www.tqsource.org/)**
- **National High School Center (http://www.betterhighschools.org/)**
- **National Staff Development Council (http://www.nsdc.org/)**
- **U.S. Department of Education (http://www.ed.gov/)**
- **(http://www.nsdc.org/standards/index.cfm)**
- **Tomlinson, C., & Allan, S. D. (2000).** *Leadership in differentiating schools and classrooms*. **Alexandria, VA: Association of Supervision and Curriculum Development**.
- **Demetriou, A. (2002) Tracing Psychologies Invisible Giants and Its Visible Guards. In R.J. Sternberg & E.L. Grigorenko (Eds.),** *The General Factor of Intelligence: How General is It?* **Mahwa, NJ: Erlbaum.**

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Working with parents and the schools' union representative, a schedule will be developed that will not only lengthen the school day but also provide additional preparation time for teachers. The school day will be lengthened between 90-120 minutes per week. All members of the instructional staff will be provided an additional hour long preparation period either at the end of the day or on the following day prior to the start of the instructional school day (allowing an additional one hour per week of preparation time). Research from the Carnegie Corporation as well as The Power of Teaching (Wise, 2007) supports our need for extended time for student instruction and the need for teachers to collaborate regularly to analyze student work, to develop early warning systems and interventions, and to develop protocols to promote academic achievement for all Taft students

The school will create a structure for collaborative teaming inclusive of stakeholders from the community as well as instructional staff. The principal and/or designee will build specified meeting times into the master calendar and master schedule. An inclusion of out of state/ district professional development opportunities will be provided. A weekly or biweekly meeting will be conducted, which will focus on curriculum, grade level meetings to discuss expectations and committees. Common planning time will be included. Relieved substitutes will cover classes as the teams convene for meeting. SMART goals and minutes will be generated and discussed so as to regularly organize for effort and establish clear expectations and measurable goals and objectives. Common assessment planning will be incorporated into the team meeting agenda. Taft LSCO parents will be invited to participate in all professional development and team meetings. Our community sponsors are listed below: The Detroit Public Library Redford Branch, Lens Crafters, Mobile Dentist, and Wayne County Office of Violence Reduction-Conflict Resolution, Banking On our Future, EdisonLearning, and Operation Hope Science Based Curriculum.

 6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Taft will continue to collaborate with parents, the community, and outside experts. The school will schedule meetings with the fore mentioned groups during times that are conducive for all parties. A school leadership team, inclusive of parents and community sponsors, will be developed and will meet regularly to enhance the instructional program and operations of the school. All parties will be kept abreast of fundamental information regarding school changes and initiatives, and will be given the opportunity to present their input for consideration. EdisonLearning, our partner, will provide consistent, sustained professional development to the instructional staff on the learning environment, differentiated instruction, inclusion, data team organization, development, and knowledge dissemination, and on the incorporation of literacy strategies across content areas to enhance school wide literacy and to give students the skills necessary to be successful post-Taft.

Faculty and community input were sought in the initial planning stages. We will seek continued support and involvement of all stakeholders to ensure continuity of our reform efforts. As we interview and hire new staff, we will explain our school improvement reform measures, which include high levels of accountability, a large amount of professional development, flexible and extended schedules, collaborative work, and emphasis on use of data to meet the individual needs of students. We will include the following:

- regular monthly parent meetings
- parent/community handbook
- administration availability hours

SECTION III: PROPOSED ACTIVITIES-

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Research shows that sustainability in educational change includes improvement that sustains learning and is not merely change that alters schooling. True reform cannot be sustained unless implementation is done with teachers, rather than to teachers. Reform includes improvement that endures over time and is shared responsibility (Blankstein, 2010). Organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. Unless school leaders are willing to champion the cause of analyzing data regularly and using the results to make decisions for the school, data work will not become a meaningful part of school-wide reform (Bondett, City, & Murnane, 2008). Given this, and other well-known research about best practice related to effective school improvement, we have planned the following activities and strategies for the improvement of our school that will address the required US Department of Education school interventions:

Development of a student support team. Some of the responsibilities would include:

- Construct a school-wide behavioral plan and policy to assist students with establishing ownership and responsibility for the behavior and learning.

- Strategically organize the in- school suspension room with guidelines

- Develop an extensive attendance plan that will include an attendance office on staff who will ensure that the school and parent are working together to establish a positive attendance pattern

- Create and monitor student and staff log forms that will be used to track the use of student in-school suspension room and negative behavior patterns.

- Conduct classroom observations

- Develop a student intervention plan to be shared with student's scheduled teacher and parents. (teacher(s) and parent(s) will be involved with the plan).

- Assess and determine whether additional supports are needed

- Parents will be honored at an end of the year celebration where we will give recognition by awarding plaques, certificates, and educational supplemental materials/supplies to assist with summer learning (e.g. calculators, work books, i-pods, lap tops, novels, borders gift cards etc.

Leadership

Principal
The principal will focus on building leadership capacity throughout the school, achieving student learning goals, and improving instruction. In order to accomplish this, the principal will:
- actively participate with the school's teams and will be the leader of the Administrative and Instructional Leadership Teams;

- attend individual Instructional Team (grade level or content area) meetings at least twice a month to help convey the focus on instructional improvement and student learning outcomes;
- provide academic feedback to teachers (formally and informally) each day;
- conduct formal observations and then several informal walk-throughs during the remainder of the day;
- provide formal and informal feedback to teachers within a prescribed period of time after each observation;
- review lesson plans by grade level on a schedule consistent with the contract with the Detroit Federation of Teachers;
- model the importance of challenging and monitoring the correction of unsound teaching practices;
- ensure that there is a data driven instructional program centered around collaborative work;
- ensure that operational data (student and teacher attendance, student discipline) is used to improve the instructional program;
- ensure that there is a culture of recognition and celebration regarding individual, team, and school successes, especially related to student learning outcomes; and
- offer frequent opportunities for staff, parents, and students to voice constructive critique of the school's progress and suggestions for improvement

Administrative Leadership
The principal, assistant principals, and instructional coaches will regularly monitor curriculum and classroom instruction. The goal of the principal and assistant principals will be to spend at least 50% of their time working directly with teachers to improve classroom instruction, including classroom observations. The Administrative Leadership Team will actively support the principal in: a) observing and providing feedback to teachers; b) participating on and with teams; c) reviewing lesson plans; d) ensuring that there is a data-driven instructional program and that data is used to make decisions; e) ensuring that operational data is routinely reviewed and used to improve instruction; f) addressing unsound teaching practices; g) recognizing and celebrating successes related to student learning outcomes; and h) offering opportunities for stakeholders to voice constructive criticism and suggestions for improvement.

Early Warning System
The school will develop an early warning system based on evidence-based indicators and will assign staff to create a plan to monitor indicators of student risk over the course of the year and identify those at risk of dropping out. A system will be developed to regularly and systematically collect student

achievement and operational data, and it will be reviewed as a part of the early warning system.

School Organization

Collaborative Team Structure
Creating a collaborative environment has been called the single most important factor in sustaining the effort to create a learning community. Time for collaboration must be built into the school day and year, and the purpose of collaboration must be made explicit (DuFour, 1998). In addition, the promise of sustainable success in education lies in creating cultures of distributed leadership throughout the school community, not in training and developing leadership elite (Blankstein, 2010).

In order to create a collaborative environment with shared decision making, a team structure, with specific duties and time for instructional planning, will be established and guide the school's improvement efforts and plan. All teams will have written statements of purpose and norms for how the team will operate; every team will operate with work plans for each quarter with specific areas of focus related directly to the school's improvement plan that is guided by student achievement and operational data. All teams will prepare agendas for their meetings and will maintain official minutes. The leader of each team will maintain a file of agendas, work products, and minutes of all teams, and will provide the principal with a copy of such each week. We will create a school atmosphere that features trust, professionalism, and shared leadership, fostering a positive, collaborative, and team-oriented school culture.

Administrative Leadership Team
The school's Administrative Leadership Team, consisting of the principal, assistant principals, and other key instructional staff such as instructional coaches and Dean of Students, will meet with the principal weekly/biweekly to drive instruction. The principal and the Administrative Leadership Team will develop an agenda for each meeting that is focused on instruction and is data-driven; minutes will be taken and distributed to the team within two days of the meeting. The Administrative Leadership Team will regularly look at school performance data and individual and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. The data will include interim, standardized, and other student generated data. The Administrative Leadership Team will also be responsible for developing calendars for the year that will guide the team's and school's work in the areas of: Professional Development, Student Assessments (including when they will be administered, and when and how data will be reviewed), and Teacher Observations (including when formal and

informal observations of all teachers will occur, including pre- and post-conferences, and who is responsible).

Instructional Leadership Team
The school's Instructional Leadership Team, consisting of the principal, assistant principals, Dean of Students, teachers who lead Instructional Teams, DFT reps, and other key professional staff will meet two times a month to drive instruction. This team will serve as a conduit of communication to the faculty and staff. All Instructional Leadership Team meetings will include discussion of and development of strategies to be shared with teachers in common planning sessions based on current data. The Instructional Leadership Team meetings will follow the same format as those outlined above for the administrative team – there will be agendas focused on instruction and current data from a variety of sources will be used; and minutes will be taken and distributed after each meeting. The calendars developed for Professional Development and Student Assessments will also guide the work of this team. The Instructional Leadership Team will regularly look at school performance data and aggregated classroom observation data, and will use the data to make decisions about school improvement and professional development needs. Data gleaned from teacher observations, such as trends by content areas and grade levels, will be shared and used by this team to plan for improvement and strategies to be implemented. Meetings will include discussion of and development of strategies to be shared with teachers during common planning sessions.

School Improvement Planning Team
The School Improvement Planning Team will be comprised of the Instructional Leadership Team. In addition, parents and other community members will serve on this team. The team will be responsible for engaging in a continuous examination of school practices and will make sure that the school improvement plan guides the school's instructional practices and decision making. This team will also make sure that the budget is aligned with school improvement priorities.

Instructional Coaches Team
There will be three instructional coaches who will serve the areas of Language Arts, Math, and Science. The instructional coaches will be members of the Administrative and Instructional Leadership Teams. In addition, the coaches will meet individually with the principal weekly/biweekly to review student and teacher data and plan for next steps needed.

Instructional Teams
Teachers will be organized into Instructional Teams by grade level or subject area. Each team will have a teacher leader who will be a part of the Instructional Leadership Team. Teams will meet regularly to develop and refine

units of instruction, alignment with state standards and grade level expectations, and review student learning data and apply it to instructional planning. Agendas for Instructional Teams, whose meetings will occur during a common planning period, will be driven by agendas from the Instructional Leadership Team meetings, current instruction, interim assessments, and other documented concerns for the school as it applies to each grade level, content area, and to the effective movement of the school. The instructional teams will meet monthly.

Attendance Team

The school will have an Attendance Team to monitor student attendance and plan strategies to improve attendance for individual students. The principal will meet with the Attendance Team on a weekly basis to discuss student attendance and plan next steps as student attendance directly affects student achievement.

Student Behavior Team

The purpose of the Student Behavior Team is to do an assessment of the social/emotional needs of the building as it relates to the academic success of students. The team will research best practices, which will be incorporated in the daily academic structure of the school. Once goals and objectives are established by the team the team will provide daily classroom support in the forms of modeling, intervention support (strategies) and progress monitoring. Behavior Modification strategies will be implemented based on the latest research. The team will have biweekly meetings and discuss strategies based on student's intervention strategies, referrals, in-school suspensions and teacher documentation. Included within the team will be Behavior Specialist, Counselor, Social Worker, Psychologist, Attendance Officer, Instructional Coach, and a classroom teacher.

Partner Provider

The principal will work with the EdisonLearning team to develop a plan to use job embedded professional development and data driven lesson planning. In all instances, the principal will serve as instructional leader and will be the voice and presenter of the school's plan for change. The EdisonLearning team will serve as support for and coaches of the principal, the Administrative Leadership Team, and the Instructional Leadership Team.

Master Schedule

Schools that are successful in implementing significant changes regard collaborative time for teachers as a critical resource – an essential tool that enables teachers to enhance their individual and collective effectiveness (DuFour, 1998). Teachers will be provided with time to use time differently,

allocating more time for monitoring student progress, data analysis, joint planning, and professional development.

Common Planning
Time will be built into the master schedule for common planning time for instructional staff by grade level or content area either during the school day or after school.

Curriculum and Instruction

The following activities will be implemented in the area of curriculum and instruction at our school. In all cases, appropriate professional development will be provided to support initial and ongoing implementation. All professional development will be ongoing and job-embedded.

Response to Intervention (RtI)

RtI is a multi-level framework designed to support students who are at-risk for poor learning and behavior outcomes. The school with the support of the EdisonLearning team will focus on the essential elements of RtI: high-quality, research-based instruction for all students and interventions for struggling students, universal screening, progress monitoring, fidelity, and evaluation.

Using Student Data to Drive Instruction

Taft will use student data to drive instruction by analyzing student scores on the following assessments: District Quarterly 1-5 assessments, MEAP, accelerated reading and math, DIBELS, BURST, EdisonLearning pre and post-tests. We will also use district curriculum guided assessment.

Effective Teacher Behaviors – Applying Research-Based Principles of Learning

By applying research-based Principles of Learning in all lessons (i.e. organizing for effort, clear expectations, academic rigor, accountable talk, apprentice learning, etc.), we will use research process tools and models such as Edison Learning's Power of Teaching, discuss our systems for peer to peer training and observations, planning for how teachers will play an active roles in the

design of the program and implementation, if/how mentors will play a role, co-teaching roles, how administrative support will be differentiated for teachers based on experience level and individual needs.

Differentiated Instruction

All differentiation of instruction begins with student assessments. Students take pre and post diagnostic test in all content areas and a determining of learning styles begins. Among some of the techniques used are: Scaffolding, Direct Instruction, Inquiry-Based Instruction, Grouping students by interests, Tiered Assignments, Flexible Grouping, Acceleration/Deceleration, Student interest, Peer reading.

We will develop a school based curriculum that requires reading and writing across the curriculum.

Incorporated Technology into the Curriculum

We will include a variety of technological instruction in the classrooms and make sure all students have access to computers and that they have computer enriched instruction. Taft school will incorporate technology by lesson presentation, student skill building across the curriculum. We will use the internet for research and for interactive learning. We will use email to communicate with other students to build social interaction and writing skills. We will implement online grade books and lesson plans. Parent will be allowed to communicate with use via e-mail. The student will be proficient at using technology (SMART boards, power-point, excel and Microsoft office).

Rigor

At Taft rigorous academic preparation is a must for all students. Taft data tells us that one out of every four students is special needs. We begin inclusion in just a few weeks. One of our strategies for Rigor is to help our struggling readers and writers. In addition, we are creating classroom conditions for underrepresented students can do advanced work (i.e. pre-AP, AP, honors). We will develop honors or advanced placement courses for students whose academic needs require challenging.

Rigor will also be increased through questioning strategies (Socratic Seminar methods), laboratory experiments using, the use of language of a standard, cooperative grouping classroom settings, use of graphic organizers, designing projects, problem-based learning, increase writing in science classrooms, and collaboration with teachers in our building and district. We will establish partnerships with continuing educational institutions that can assist us on preparing the students for establishing higher learning aspirations.

Accelerating Instruction in Reading and Mathematics

Taft will accelerate instruction in reading and mathematics by utilizing the following programs: Accelerated Reading/Math, DIBELS, BURST, Open Court, Story Town and any other district related curricula programs. A tutorial program will be in place to assist in increasing students' test scores.

We will develop an enriched math and reading rigorous alternative after school and elective program for students who may need enrichment.

Literacy Strategies

Content Literacy Continuum, Reading Strategies Across Content Areas, Peer Reading, DIBELS, Accelerated Reader, D.E.A.R., Across-Age tutoring, peer editing, buddy system with individualized reading program.

Comprehensive Reform Model

We will partner with EdisonLearning Alliance in our reform efforts. EdisonLearning will support the school in a variety ways as outlined below. EdisonLearning Alliance is the core offering in the EdisonLearning Achievement Services portfolio of highly effective secondary school achievement solutions. Focused at the school level, Alliance targets sustainable improvement, building schools' capacity to deliver an exemplary education with a "no excuse" approach to every student's academic success, and putting in place structures that help ensure high performance on an ongoing basis. Throughout the

Alliance partnership, the district retains complete management and operational control of its schools. The EdisonLearning Alliance model provides a unique combination of proven research-based school designs, achievement tools and systems, professional development, and strong local support from an on-site achievement team that can transform schools and make them true centers of academic excellence.

EdisonLearning combines a comprehensive and coherent reform program with on-site support from an Alliance Achievement Team assigned to support the leaders at each school. This team consists of well-trained and experienced professionals who, backed by national support from EdisonLearning, provide collaborative, hands-on assistance and guidance for school leaders, staff, and teachers to help individual schools effectively implement their school improvement plans and meet their goals. All EdisonLearning offerings are built on the Four Cornerstones™ of highly effective schools: Top Talent, Culture of Aspiration and Engagement, Demanding Content and Customized Instruction, and Achievement-Driven Management. The offerings are comprised of highly evolved, carefully designed components that fit within this foundational structure. Every aspect is interrelated and interdependent, and the offerings reflect this premise. Alliance provides an array of service components, each one playing an important role in driving success. These service components dovetail with one another and provide a total solution that is far more than the sum of its parts.

Top Talent: When it comes to turning a school around and setting it on the right course, strong leadership and great teachers are essential. Alliance places a tight focus on developing leadership and teaching capacity, with services tailored to meet the individual needs of teachers and administrators. Alliance helps good teachers become great by building skills in classroom management, student support, curriculum, and instruction. Areas for professional growth are targeted using tools that let school leaders observe and assess performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet their goals. The Alliance Achievement Team provides hands-on differentiated support throughout the school year to continuously improve and develop the teacher and to help create skills and attitudes that will continue to provide benefits over the long term.

As important as teachers are, they need solid support from school leaders who can help create the achievement-focused school culture that is essential to success. Schools must have strong leaders if they are to become centers of academic excellence. Doing the job well is an enormous challenge that requires a deep understanding of curriculum and instruction, as well as the effective managerial skills needed to develop a high-quality

staff and a positive school culture focused on achievement. The Alliance leadership development program helps school principals become strong instructional leaders who have a positive impact on their teachers and students and can build their own leadership capacity. Like teacher development, this process combines dedicated professional development tools and training with on-site support and consultation from the Alliance Achievement Team. Interaction with other school leaders at regional and national conferences also gives principals the opportunity to share information and best practices.

Culture of Engagement and Aspiration (includes College NEXT!): A nurturing learning environment that is conducive to achievement is a vital part of all great schools. That means setting high expectations, engaging and motivating students, and providing them with strong support. A school culture that promotes student achievement is not something that just happens—it is the product of careful, well-planned organization and embedded support that reflects the school's values and goals. The Alliance organizational model creates closely knit, effective learning communities within the school, supported by a schedule and implementation plan that complements and reinforces the school's curriculum and school improvement goals. The structure emphasizes small groups and individual student attention, and also helps teachers improve their effectiveness by setting aside time for collaborative planning and professional development.

Student behavioral management is also important to creating and maintaining the school's culture. Alliance gives schools, school leaders and teachers the tools and support they need to create an atmosphere of high expectations where student data is monitored to ensure that issues are addressed before they develop into problems and responsible behavior is promoted and recognized. Alliance provides training in student management and the creation of a positive learning environment, supported by a Learning Environment Handbook that serves as a roadmap for the development of behavioral management practices and policies that fit schools' needs.

Edison Learning's College NEXT! Program includes strategies to engage secondary school students early in the concept that higher education is a desirable—and achievable—option for each. The Program itself includes professional development, research materials, resources, and training for all high school administrators and teachers. College NEXT! also provides schools, students and their parents the supports needed for a student to qualify for and be successful at a four-year college of his or her choice. Through emphasis on increasing rigor, relevance and personalization, this program assists Alliance secondary schools in creating a college-going culture and in launching a cohesive college awareness and preparation effort. The key components

include the use of the College Readiness Standards (ACT and College Board) as well as The College Board's PSAT Early Testing Program to inform AP (Advanced Placement) potential; use of these components leads to a significant increase in high school student enrollment in AP programs. To ensure that every student is prepared for college, a college-bound culture must permeate every aspect of the school's learning environment. A key first step includes school leadership teams working to create a vision, mission and learning environment that reflect the belief that all students can attend college and will be effectively prepared for success in college upon graduation. In addition, school teams will make sure that a program is in place to establish a college-bound culture for all students starting with 5th graders and up.

Demanding Content and Customized Instruction: One of the challenges faced by secondary schools with a need to radically improve academic performance is the disconnection between expected results and the instruction provided. Often the curriculum does not cover all of the mandated state standards and/or students are not brought to the level of proficiency needed to pass high-stakes tests. The tools, training, and professional development that our Alliance provides are designed to help ensure that the students in Michigan schools will meet—or exceed—state expectations, both in breadth of knowledge and level of proficiency. Companion Guides in reading and math align existing classroom curriculum materials to applicable Michigan standards, enable teachers and administrators to understand what proficiency under a particular standard looks like, and provide tools and strategies to help meet each applicable standard.

Regularly-tracked student performance data enables teachers to customize instruction to meet individual needs and maximize achievement results. The EdisonLearning approach of continuous improvement helps teachers as well, by assisting them in taking what they learn in the classroom and—through ongoing coaching, mentoring, and development— improve their ability to teach the curriculum. Additional secondary school curriculum and instructional solutions include the Reading Across the Curriculum program, which is a resource that is focused on enabling students to meet state skill standards by helping teachers apply their content area knowledge to reinforce literacy standards and improve student comprehension in all curricular areas.

Achievement-Driven Support: This fourth cornerstone is critically important to the viability of each school because it underlies the other three. The purpose of this Alliance framework component is to keep the school's focus firmly on achievement, establishing a systematic process of continuous improvement that uses assessment data, regular monitoring, and planning to stay on track. EdisonLearning begins every Alliance engagement by working with the schools to carefully examine each of their strengths and weaknesses. This Diagnostic, which varies in its depth according to schools' needs, provides the insight

necessary to guide the Alliance team as it works together with school leaders to plan a course of action that blends the school's improvement plan with the Alliance model's best practices, tools, and systems.

Edison Learning's eValuate™ Assessment System of monthly online assessments aligned to state standards (and the ACT for high schools) are an important part of Alliance. Schools use this instructional tool to make sure that the instructional program is proceeding properly and expected results are being achieved. These assessments provide vitally needed input to the ongoing improvement process; the plan of action thus becomes a living document, continuously refined using achievement performance data. Regular reporting helps validate the assessments, helping to ensure that all accountability standards are being met. The eValuate™ Assessment System delivers monthly data to monitor progress towards achievement goals in the classrooms and to drive decision-making for school leaders making academic improvement decisions. The on-site Alliance Achievement Team works with the school administration to collect, disaggregate, and regularly analyze the data and to adjust the school improvement plans accordingly. For example, school administrators and the Alliance Achievement Team examine school data and create instructional pacing calendars. With on-site training in state standards and eValuate™ assessment data, teachers vertically align instruction across grades and schools adjust their professional development plans. The on-site Alliance Achievement Team works with schools to review and assess the quality of materials, programs, and assessments that are currently in use or to provide suggestions for the adoption of standards-based materials and assessments.

In addition to using the various assessment data, the on-site Alliance Achievement Team also works with the schools to monitor progress towards school improvement plan goals by conducting side-by-side school and classroom walkthroughs as well as through periodic one-on-one and small group meetings with leadership.

However, Alliance is not a one-size-fits-all solution. Schools have different needs, so the Alliance program is designed for flexibility and responsiveness. A dedicated ground team of experts, working daily within the schools, enables the implementation of this site-adaptable reform model. Alliance offers a unique partnership opportunity with Michigan schools to address particular academic needs in its secondary schools; we build upon current school improvement plans and strengths, and confront identified needs directly. Further, we share with Michigan schools one unifying goal: academic growth for all secondary school students. Growth that is demonstrable and sustainable.

In sum, while the Alliance program is customized to meet the needs of each partnership school, the comprehensive model includes the following general components that work hand-in-hand with each school's improvement plan:

- Intensive, customized on-site and national Professional Development for administrators and teachers, including Leadership Development Systems for principals and leadership teams
- School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team collaborative planning and professional development, and creates a culture singularly focused on achievement
- Learning Environment and Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
- Curriculum management tools and supports that break down Michigan standards, pace instruction, and connect and align curriculum materials to Michigan standards and sample assessment items
- The eValuate™ Assessment System that allows teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards, learning to use data is a systematic way
- Achievement and Quality Management Systems that monitor implementation of the Alliance model, track progress toward school improvement and achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements
- College NEXT! Program to engage secondary school students and their families early in the concept that higher education is a desirable—and achievable—option for each; and to increase rigor through increased access to Honors and AP Programs
- Comprehensive diagnostic visit for each school

Professional Development

In a logical progression, results driven education for students requires results driven staff development for educators (Spark and Hirsh, 1997). The process of staff development provides the coaching critical to mastery of new skills (Showers, Joyce, & Bennett, 1987).

The professional development provided at our school will be:

- An outgrowth of school data from a variety of student assessments, including MEAP or MME, NAEP, Q4 Assessments, interim assessments, and unit tests as well as from informal and formal observations of teachers.

- Consistent with district initiatives and documented needs of instructional staff

- Consistent with the prescription that is outlined in the school's improvement plan (September to June)

- Inclusive of all instructional staff for all initiatives, including Special Area and Elective teachers

Common planning periods and times as well as staff meetings will be used to implement professional development activities. In addition, district staff development days will be used to provide professional development in conjunction with common planning time and staff meetings. Note that all staff used to cover classes during professional development will be highly qualified and trained in all district initiatives being used in the school.

We will determine the desired outcomes of professional development and monitor the effectiveness of all professional development activities. Data on the extent to which the professional development was meaningful to those involved will be collected. In addition, the extent to which professional development changes instructional practice will be collected and used to make future decisions about the professional development offered. School leaders will provide regular, detailed feedback to teachers to help them continually grow and improve their professional practice.

As the school's partner provider, EdisonLearning Alliance will support the school with intense professional development. The Alliance Achievement Team will provide principals and teachers with ongoing, job embedded, on-site professional development including local training sessions and one-on-one coaching, modeling, and mentoring. The strength of the on-site Alliance Achievement Team is that it can customize the support and training it provides to specific individual needs. The Alliance Achievement Team will provide training and follow-up, reinforcing the lessons learned and ensuring that the training makes its way back into the classroom and school. This key difference ensures that positive change takes place and that capacity is built within schools.

Leadership Development

The Alliance Leadership Development Program provides school leaders with the resources and customized support they need to grow professionally and develop the skills they to need to become strong instructional leaders of high-achieving schools. Through implementation of this program, student achievement and the leadership capacity of existing principals will improve by principals becoming exemplary instructional leaders, builders of school culture, organizational leaders, site managers, and collaborative partners based on an understanding of best practice; reflective practitioners and engaging in the cycle of reflective practice, which continuously flows from goal setting to action to reflection; and

continuous learners, growing over time from performance level to performance level.

Proven Leadership Models: At the core of the Alliance Leadership Development program is a model of distributed leadership with strong instructional leadership from a principal supported by a highly-effective administrative and instructional leadership teams. This model is the key to creating a leadership structure that will plan and drive the work needed to improve student achievement and developing professional environment within schools with clear roles, responsibilities and accountability. Research-based frameworks and rubrics that reflect the best practices and key attributes of strong leaders provide a foundation for personal growth plans that guide the program's implementation.

National Leadership Team Training: A week-long national EdisonLearning Leadership Team Training conference brings new principals and leadership team members together to help them solidify their goals and work effectively as a team. A wide variety of workshops and training sessions provides venues in which leadership teams learn about creating an inspiring culture and building the vision for their schools. The teams receive in-depth training and support while they work collaboratively on achievement planning, student management, and team building in anticipation of their first year as Alliance partners. In addition, Instructional Leadership Teams from each school attend the Instructional Leadership Conference (ILC) in the fall. The 2010 ILC will focus on Response to Intervention (RtI) implementation, including taking the inclusion model to the RtI level.

National Principal Conferences: Principals attend national EdisonLearning Leadership Development Academy conferences, where they attend sessions on a variety of topics on effective leadership and management delivered by experts in the field. In addition to attending training sessions and workshops, principals meet other instructional leaders from across the country, sharing best practices and learning from others' experiences.

Continuing Local/On-Site Support: The Alliance Leadership Development program provides principals and their leadership teams with ongoing, local training and on-site mentoring and peer-coaching that targets individual areas of need and builds on training received at the national conferences. An on-site Alliance Achievement Team works closely with principals and their leadership teams to review and analyze achievement data, monitor progress toward the school's improvement goals, and provide the training and coaching they need to continue their professional development. With strong leaders at the helm, schools are well positioned become high-achieving centers of academic excellence.

Teacher Development

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. The Alliance Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term.

Personalized professional development for teachers: Teachers have different strengths and weaknesses, which is why Alliance offers teachers a personalized training and support program that meets their individual needs. The on-site Alliance Achievement Team works with school leaders to develop personal growth plans for teachers based on research-based frameworks, either those from the school or Edison Learning's framework, for highly effective teaching. The Team then provides focused coaching, mentoring, and lesson modeling for teachers that target their identified growth areas.

Team and school-wide professional development: In addition to focused one-on-one support, teachers also receive training on implementing the Alliance program and on school-wide areas of need. These site-based professional development sessions provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. A wide range of professional development is provided, including training on use of data, including the eValuate^{TM} Assessment System, Reading and Writing Across the Curriculum, rigor and relevance, creating a positive learning environment, student management, differentiating instruction, co-teaching/inclusion, and curriculum alignment and pacing.

The Alliance program provides teachers with the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end. In addition, the on-site Alliance Achievement Team works with school leaders to determine appropriate training for support staff. Instructional support staff routinely participates in the professional development provided for teachers. Other support staff participates in training as relevant to their needs, and often participates in the learning environment and student management training.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities

3.

Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need. The school will use state and district data when developing and refining the schools improvement plan. We will discuss prior data to establish the academic needs of the students. The data will assist in establishing the curriculum needs, such as selection of elective classes. The data will also assist us in developing scheduling needs and teacher assignments. The staff will also utilize the "Learning Village" which will allow the staff to retrieve item analysis data and develop differential lessons for all students. The school improvement plan will be reviewed and refined on a regularly scheduled basis.

i. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results. How will we make sure its implemented and who will monitor and make decisions- data director will share? What process will use to communicate with parents

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The School Improvement Team and Instructional Leadership Team, in conjunction with EdisonLearning, will develop a detailed plan for collecting, analyzing and sharing data with internal and external stakeholders within the first month of school. All school teams will be aware of the plan and their role in implementing it and using data. Team leaders will be responsible for including use of data as a topic for each team meeting and will plan details according to current data. Data will be available to all instructional staff and administrators

through the school's electronic data system. We will communicate data to external stakeholders (parents, community members, and other partners) during regularly scheduled meetings of these groups. In addition, we will provide a yearly summary to each of these external groups.

During common preparation or after school teacher hours the teams will meet to discuss what academic interventions did or did not work and what strategies we will continue to use to increase student achievement. The meetings will be curriculum based and notes will be taken and shared among grade levels, administrators, and stakeholders indicating what strategies are working to increase student achievement

The Instructional Specialist will use academic data on standardized national and state tests and formative assessments used daily in individual classrooms, all meaningful sources of data will be compiled in a data room so that parents and other stakeholders will be able to see graphical displays of data and make meaning of how data is used to plan instruction, develop interventions, and chart student growth

All data will be shared and analyzed with staff, parents and the community as follows;
1. Parent data reports
2. School News Letters – explaining the school repots, using semester and yearly comparisons
3. LSCO meetings
4. Staff meetings
5. Professional development meetings

All administrators and teachers will have access to state and district data by having access to the state web site (michigan.gov/MEAP) and the use of the COGNOS system (district database).The staff will have continuous training on the use of both sites. The database information will be used to conduct Professional Development trainings. The school will also develop a benchmark database in order to keep track student proficiency rate.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and

name any local or national assessments used to measure
student progress at each grade level

EdisonLearning will conduct a pre and post assessment to
identify students' ability levels in the areas of reading and
mathematics. The pre- test will determine the specific
elective that the students will be assigned according to their
needs.

At- risk students shown by MEAP data, quarterly assessment
1-5, Burst, star math and reading may require supplemental
services such as one-on-one or small group tutoring within
the classroom setting that will be provided by the School
Service Assistant (SSA)

iv. Discuss how the school has a clearly defined procedure in
place for writing a professional development plan that aligns to
the National Staff Development Council (NSDC) Standards for
Staff Development

Professional development at the school will be job-
embedded. Professional development time will be held at
least once per week. Our partner, EdisonLearning, will assist
with the job-embedded professional development.

A detailed professional development plan, aligned with
National Staff Development Council standards, will be
developed collaboratively by the Professional Development
Team with support from the EdisonLearning team. The plan
will be focused to improve the learning of all students
through our collaborative team structure where adults
function as learning communities. The work of all teams will
be aligned with the goals of the school and district.
Professional development planned will be ongoing for the
purpose of continuous instructional improvement. Our
professional development plan will be developed based on
disaggregated student data, using multiple sources of
information, and using appropriate and collaborative adult
learning strategies. Our plan will also assist staff in holding
high expectations for the academic achievement of all
students, help create an orderly learning environment, and
provide staff with research-based instructional strategies to
assist students in meeting rigorous academic standards. The
plan will also outline professional development to assist staff

in using various types of classroom assessments appropriately. Finally, we will provide professional development to provide staff with knowledge and skills to involve families and other stakeholders appropriately.

According to research for the nation staff development website, engaged dialog with colleagues may develop a different point of view regarding critical professional issues (Sparks, 2002).

The professional development team will work in conjunction with EdisonLearning and school administration to plan the professional development activities for the instructional staff, parents, community and students. They will use school data to determine the professional development needs.

The professional development team will schedule meetings with EdisonLearning on a weekly basis along with meeting with the administrative team monthly.

(http://www.nsdc.org/standards/index.cfm) focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for

making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The school's principal, Angela Broaden, and school improvement grant committee will be responsible for coordinating such services in conjunction with district staff and our external provider, EdisonLearning.

EdisonLearning will work in conjunction with the school improvement grant committee: Angel Broaden, principal, Janeene Montgomery, Teacher, Kristi Stout, Resource Teacher, Anthony Roberson, Lead Math Teacher, Maxine Rushing, Lead Language Arts Teacher, Maryann Wojtkowiak, Teacher/DIBELS Specialist, Mary Popilarz, Teacher, and Aljenae Wilson, Media Specialist. EdisonLearning along with the Dean of Students will support teachers and provide assistance with the implementation of the School Improvement Grant (SIG).

The school improvement technical assistance and evaluation responsibilities that the school will use and need are:
- Identify protocols for technical assistance information management, data collection instruments, and who will be responsible for which protocols and collection of data.

- Develop an evaluation plan to assess the effectiveness and outcomes of the technical assistance to include:
  o Specify technical assistance plan's goals and objectives.
  o Formulate the evaluation questions related to the TA goals and Objectives, which may include:
    ▪ Provide information, work cooperatively, and carry out responsibilities according to plan timelines.

- Develop a mechanism for tracking, reviewing, and evaluating the technical assistance plan and services.
- Were the schools and/or district satisfied with the TA services?
- Did the school and/or district accomplish the TA plan's goals and objectives?
- If yes, which goals and objectives? If not, which goals and objectives?
- How effective were the TA services in accomplishing the TA plan goals and objectives?
- What factors influenced the effectiveness and outcomes of TA services, including possible unintended outcomes?

- Formulate the outcomes of the technical assistance, including the following areas:
  - Impacts on the internal capacity of the school by building knowledge, skills and perspectives of personnel;
  - Changes in the internal processes of the schools, such as improving data collection processes,
  - Effects on outcomes of the school's services or programs, such as measuring the impact of TA on the implementation of scientifically based instruction;
  - Accomplishment of TA plan's goals and objectives.
- Design a formative and summative evaluation plan.
- Create an outline for organizing the data collection.
- Implement the plan by collecting the data.
- Analyze the data.
- Report the results.
  - After reviewing and presenting the findings of the analysis, a vital task for the evaluation team is to insure that the evaluation results are applied for continual improvement within the school.

References:

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Mattson, Beverly. Results of Technical Assistance. Arlington, VA: Region III Comprehensive Center and RMC Research Corporation, 2001.

Mattson, Beverly and Wendy Russell. Planning and Designing Technical Assistance. Arlington, VA: Region III Comprehensive Center and RMC Research Corporation, 2001.

Trohanis, P. (1998, April). *Background information and planning materials on designing state technical assistance systems*. Chapel Hill, NC: National Early Childhood Technical Assistance System.

Tyler, Ryan. Evaluating Technical Assistance. Arlington, VA: Region III Comprehensive Center and RMC Research Corporation, 2001.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS
School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III